The Training School
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THE BINET TEST AND THE TRAINING OF TEACHERS.

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Those of us who have been using the Binet Scale often hear arguments against the possibility of training students during a six weeks' summer school course to apply the tests accurately. The fact is emphasized that most such students have had no training in experimental psychology and but little study in psychology proper. Binet himself remarks that no final judgment as to the backwardness or feeble-mindedness of a child ought to be made unless the person testing has examined previously forty children or more. It is claimed that the experimenter should be a trained clinical psychologist, with a good insight of the workings of the child's intellectual processes and that the teacher is among the least fit to give a psychological test.

The aim of this article is neither to support nor to attack any of these conclusions, but to make a simple exposition of facts. That one lacking experience, training and personality, will fail correctly to interpret the manifestations of our mental life no one will deny. Nevertheless our experience this summer makes us feel that sweeping generalities in the matter are not in order.

Out of a summer school class numbering sixty-two, the work of only fifty-eight will be considered, four of the class not having given us data sufficiently comparable to that of the others. Of the fifty-eight one is a social worker; all the rest are school teachers.

The Binet work covered a period of five weeks. The first week was devoted to a theoretical exposition of the tests, Doctor Goddard lecturing an hour on each of three days. The second week was given to exhibition testing, on the principle that after learning the theory the class ought to see it applied. Besides Doctor Goddard there were three research-student assistants who tested for the class. Two of these had been working in the laboratory for a little over a year, and one had been a special class teacher and a member of the summer school of 1911. Each one of these three assistants had had a good deal of experience in testing normal, backward and feeble-minded children. Every member of the class saw four subjects tested, one by Doctor Goddard, and one

each by the three assistants. There were two discussion periods of an hour each during the week, at which points were raised and questions answered.

Beginning with the third week and continuing thru the fourth and fifth, the students did actual testing. The class was divided into groups of three, each student testing one child per week, each group testing three children per week. Thus each student would test one child per week and observe the testing of the two others in her group. At the end of the three weeks each student had tested three children and observed the examination of six others. Each group had a supervisor who criticized the experimenter after she had finished the test. Such matters as the method of approach, attitude to the child, time of the experiment, technique, the psychological content of a test, method of scoring, element of fatigue, etc., were gone over painstakingly with each one. Sometimes, but seldom, it was found necessary to halt the student in her work to keep her from putting a question which would hurt the child as well as the experiment.

Twice a week Doctor Goddard spent an hour with the class discussing experimental procedure. At this time the students would ask questions relative to the Binet test and any errors which they had made were corrected. As can readily be seen the work was made as thoro as possible. At the end of the three weeks one hundred and seventy-four children had been tested. The records on each child were passed in at the end of each test and no paper was revised.

We will now proceed to a critical review of the results. The following table is arranged according to the number of children who tested at age* and one point, two, three, etc., plus or minus. For example, G. C—— tests between 8.1 and 8.3. The student found that he was 8.2. We therefore say he tested at age. Another case is that of S. G.—— who usually tests between 8.0 and 8.2. The student found that he was 8.2; we say he tested at age. Still another case is that of W. A.—— who usually tests either 10.3 or 10.4. The student found him 11.1; her result was two points plus. D. M.—— tests between 6.2 and 6.4; she was found to be 5.2; the result is said to be five points minus.

A short survey of this table will clearly bring out these facts:

(*a*) Nearly fifty per cent. of all the work was as exact as any one of us in the laboratory could make it.

(*b*) The results of an additional thirty-eight per cent. were within three points of being exact. We may safely add these to our fifty per cent., because a variation of three points or less is not of much importance. In this we are substantiated by Binet himself, who always speaks of "a mental level of 6," or "a mental level of 9." In no place does he discriminate between a child who tests 10 and one who tests 10.4. They both possess "a mental level of 10."

(*c*) Consequently nearly ninety per cent. of all of the work of our summer students may be regarded as accurate.

(*d*) Examining the results by separate weeks, we notice that whereas only about 40 per cent. test exactly to age the first week, for the second and third the proportion rises to nearly 54 per cent.

(*e*) The acceptable records for the third week amount to nearly

*Tested "at age" signifies here that the students' test agreed with the correct test for the child, not that the test showed the mental to be the same as the physical age.

TABLE SHOWING THE WEEKLY RECORDS

(Arranged according to deviation by points above or below the exact mental age)

	No. of Points (Binet)	Total No. Tested During the 3 weeks	%	No. Tested 1st Week	%	2ndWk	%	3rdWk	%
	+9	1	.575	—	—	1	1.72	—	—
	+5	3	1.72	1	1.72	2	3.45	—	—
	+4	3	1.72	2	3.45	—	—	1	1.72
ACCURATE RECORDS	+3	3	1.72	1	1.72	1	1.72	1	1.72
	+2	13	7.47	4	6.90	5	8.62	4	6.90
	+1	12	6.89	4	6.90	3	5.17	5.	8.60
	0	85	48.9	23	39.7	31	53.4	31	53.4
	−1	21	12.1	10	17.2	4	6.90	7	12.1
	−2	13	7.47	6	10.3	4	6.90	3	5.17
	−3	7	4.02	3	5.17	2	3.45	2	3.45
	−4	5	2.87	—	—	3	5.17	2	3.45
	−5	6	3.45	3	5.17	1	1.72	2	3.45
	−6	1	.575	1	1.72	—	—	—	—
	−14	1	.575	—	—	1	1.72	—	—
TOTAL		174	100.055	58	99.95	58	99.94	58	99.96
TOTAL (ACCURATE RECORDS ONLY)		154	88.57	51	87.89	50	86.16	53	91.34

92 per cent., a substantial increase over the 87 per cent. of both previous weeks.

(*f*) During the first and second weeks there are three cases varying beyond five points, but during the third week no test varies more than five points, and only three vary four and one varies five points. All the rest are accurate records.

(*g*) The number of cases three points minus is greater than the number of cases plus. One would be inclined to believe that the experimenter failed to carry the child far enough ahead. This, however, is not borne out by the facts. We have always insisted that the record must show at least five minuses after the last plus before the experiment could be regarded as complete.

(*h*) The third week's record shows the improvement due to training and experience.

The following histogram shows more clearly perhaps than the blank table the number of those who tested accurately.

Fearing that perhaps our conclusions were based on the results of a special group, the following questionnaire was distributed:

1. Before coming to Vineland did you ever use the Binet-Simon tests? If so, how many children have you tested? Mental ages? Additional remarks.

2. Before coming to Vineland were you ever given any instructions, verbal or written, on how to use the scale? If so, how much (explain fully)?

3. Have you ever had any experience in psychological experimentation? When? Where? How much? Of what character?

4. Any additional remarks.

The following were the returns:

(*a*) The number of those who never had used, never had read or been taught the use of the Binet, never had had any training whatsoever in experimental or clinical psychology was thirty-eight, or nearly 66 per cent.

(*b*) Only one person in the class had really had sufficient training in applied psychology.

(*c*) Those who never had had any training in psychological experimentation numbered 54, or 93 per cent.

(*d*) Only four, or 7 per cent., had had sufficient training in the theory of application of the Binet Scale.

(*e*) Three, or 5 per cent., had had a little such training.

(*f*) Five, or 9 per cent., had had previous explanation but had never used the scale.

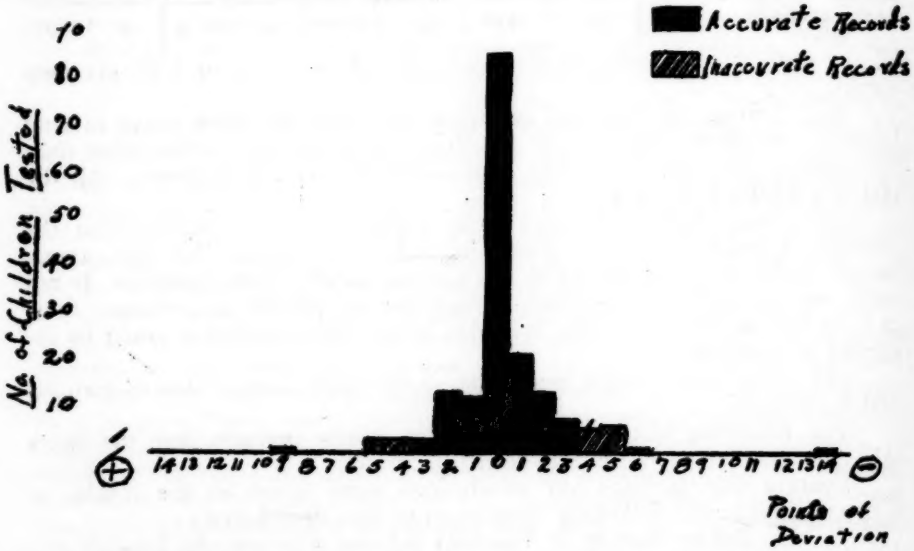
(*g*) Two had used the scale for some time, one with no information on how it was to be applied and the other with but very little.

From the students' individual records we learn that:

(*a*) Five, or 9 per cent., tested all of their cases to age.

(*b*) Forty-two, or 73 per cent., tested within variations of plus 3 and minus 3, that is to say, within an unimportant degree of error.

(*c*) Twelve tested only one child three points plus. Of these, five tested the other two to age, two tested only one to age, and five tested the other two to within three points.



Comparing the records with the students' previous training or experience we find that no correlation is noticed. There were five who tested every one of their three cases exactly to age; of these, four had never used and had never read or been taught the use of the scale and had never had any training in experimental psychology; the other one had never had any clinical experience which she did possess, according to her own report, "little of it was really valuable." The one student who had received sufficient previous training in the theory and application of the tests, and also had had the additional experience of being an applied psychologist,

tested the first child a year too high, altho she found the other two exactly at age. The record of another lady, which reads, first child tested at age; second, fourteen points too low; third, four points too low, is that she had had sufficient education in the use of the scale and had already tested twenty children with mental ages between four and ten.

Even if we were to grant that some particular factor contributed toward raising the percentage of accurate tests to 89, and that with that factor eliminated our percentage would only be 70, or even 60, or even 50, would that invalidate our statement that a very large proportion of teachers may be trained to apply the scale correctly?

So, in conclusion, we feel safe in stating our experience that in a thoro six weeks' summer school course we can teach people who have had no previous actual experience, to use the Binet test with accuracy.

AN ARITHMETIC GAME.

By Jane Shaw.

Mothers and teachers all realize how much joy even a young child gets from throwing a ball or a stone, or anything that he can toss. When the snow comes, it is impossible for the *real* boy to keep from throwing snowballs. The city policeman does not think of "The First Snow Fall" in the language of Whittier. He has learned to dread the snow. He knows how to handle the crowd at rush hours, he knows how to quell the excited mob, but he does not know and never will know how to keep a crowd of schoolboys from throwing snowballs!

What delight the country boy gets from the demolishing, with hard snowballs, the snow-man he has taken hours to build! He can throw snow to his heart's content and not be molested as are his city cousins. When the snow goes he "pegs" stones, and later changes to horse-chestnuts. In fact he "pegs" something the whole year round.

In these days of child study the teacher is ever trying to find ways by which she may turn the child's instincts into effective channels. If this is true of the teacher of normal children, how much more necessary is it for the teacher of sub-normal children to take these instincts into account. She must remember that men were once cave-dwellers and tree-dwellers, and that these children have not gotten so far away from the original type as have their more fortunate brothers.

Nature has not endowed these unfortunate children with a patience that will enable them to sit still and take "doses" of arithmetic after the manner of the normal child; so if the lesson *must* be arithmetic, she must find some way to teach it and yet not make the task too irksome for them; and here is where she takes advantage of the instinct.

The following arithmetic game has been a source of unending joy and profit to one ungraded class. In this game the high grade or the low grade boy may peg away to his heart's content, and have something to show for it when it is done.

Outfit—Two rubber balls about six inches in circumference, a glass of water, a dust cloth, crayon, eraser, blackboard, ruler.

Select a child who is able to measure; let him draw on the blackboard an oblong 36 inches by 24 inches. Let him divide this oblong into squares six inches by six inches. Next place the numbers from 1 to 12, inclusive,

in irregular order within the squares. The diagram may now stand thus:

6	3	1	9
11	2	5	7
4	8	12	10

Next the children "choose sides," each side, called "club," selecting a name for itself. They often show much originality in choosing the names for their clubs. In one ungraded class in which this game has been used the "Giants" and "Brooklyns" were favorites during the baseball season. When they were reading about the Pilgrims, "Pilgrims" and "Indians" were in favor. During the last Presidential campaign it was an easy matter to determine the political bias of each member of the class—"Taft Club," "Wilson Club" and "Roosevelt Club" were the names always chosen.

Let us suppose the "Black Hawks" and "Hiawathas" are playing today the multiply game. There are fifteen in the class, the umpire and seven on a side. The captains are selected, and in turn each chooses his six men. Again judgment is shown in the choice of men. In our present game the following will show the ability of the men chosen in respect to knowledge of the multiplication table.

	BLACK HAWKS	HIAWATHAS
1.	(Captain) Knows 2's to 12's, inclusive	2's to 12's, inclusive
2.	Knows 2's to 12's, inclusive	2's to 10's, inclusive
3.	Knows 2's to 12's, inclusive	2's to 12's, inclusive
4.	Knows 2's to 9's, inclusive	2's to 11's, inclusive
5.	Knows 2's to 11's, inclusive	2's to 12's, inclusive
6.	Knows 2's to 6's, inclusive	2's and 3's, inclusive
7.	Able to recognize numbers only	Able to recognize numbers only.

You see there is little difference in the ability of the two sides.

The umpire places a chalk mark on the floor about eight feet in front of the diagram on the blackboard. (If there is much difference in the height of the children, the mark should be changed so that the smaller ones may stand nearer the blackboard.) Then the Captains "choose up" to see who shall play first. The Black Hawks win in this choice. The Captain of the Black Hawks takes his place upon the floor, toes to the chalk mark. A monitor moistens one of the rubber balls and hands it to the Captain. The umpire standing at the blackboard, crayon in hand, asks "What table?" The Captain replies "12's." The umpire places X-12 above the diagram on the blackboard. The Captain now takes aim. His ball strikes 11, and as it bounds back he says "132." This number is recorded by the umpire under the Black Hawks. The monitor has the second ball ready and hands it to the Captain. Again he takes aim, but his ball strikes the blackboard outside the diagram and "O" appears in the second place of the Black Hawk's column. In the meantime the monitor has secured the first ball and has wiped off the floor dust and again has it moistened. He hands it to the Captain for his third toss. He strikes 9 and calls out "108."

Now the Captain of the Hiawathas comes forward. He, too, chooses

12, as he wishes to get a high score. First he strikes 12 and shouts with glee "144!" He is in luck, his second chance adds 120 to his side. His third time he strikes 9 and calls out "108." The Hiawathas are jubilant! They are 132 ahead of the Black Hawks!

The second man on the Black Hawk side now takes his place. He chooses 11. X-12 is erased and X-11 takes the place over the diagram This lad adds 121, 99 and 66 to the score for his side.

So the game goes on, each man in turn taking his three chances. At times there are expressions of dismay. No. 6 on the Black Hawks' side chooses 7. He strikes 9 and calls out "54," the umpire marking 0. The second time he hits 7 and cries out "94." The third time he "goes wild" and strikes the board about two feet from the diagram. A failure like this soon makes a boy learn to keep to the tables he is sure he knows.

Now we come to the last two—the boys who recognize the numbers from 1 to 12, but have not learned the simplest combinations. They too, must have a chance at the ball. The last boy on the Black Hawks' side takes careful aim and strikes 5, his second chance adds 9 to his side, but the third time he strikes outside the lines and gains nothing for his side.

The last of the Hiawathas strikes 1, 8 and 12 successively, thus adding 21 to the score.

Now comes the exciting moment. The umpire adds the long columns. Those who can, add with him. Some of them have even kept their own score on paper. We find the Black Hawks have 1,160, the Hiawathas have 1,317. The Hiawathas are jubilant! But they must go one step farther. They must know just how many points they are ahead of the Black Hawks. Many of them are able to subtract the 1,160 from 1,317. Soon we hear the Captain of the Hiawathas say "We are 157 ahead of the Black Hawks."

The Black Hawks give in gracefully to the Hiawathas, but make up their minds to beat them next time. No. 6 of the Black Hawks who made such a failure with the 7's is found at recess with this diagram on the blackboard.

× - 7.			
11 77	6 42	8 56	3 21
9 63	1 7	12 84	5 35
7 49	10 70	4 28	2 14

He has secured the aid of his Captain in making the diagram, now he "pegs" away, hitting the same number again and again, and as he does so he repeats the number in the lower right-hand corner of the square he hits. He will know the 7's next time!

It is easy to see there is little difficulty in teaching the new tables when the children are interested in the game. They appreciate, too, that this way is easier than the old one.

One warm May day, when all of the school windows were open, and sounds from the other rooms floated in upon us we heard the children in a sing-song tone saying over and over again "6 x 1 are 6; 6 x 1 are 6!" At last one lad in the ungraded class could stand it no longer. He came to the

teacher and said "Please, Miss——, may I take the balls and show them how?"

Addition, subtraction and division are taught in the same way, but multiplication and division are the favorites. The diagram for these games may stand thus:

÷ 12			
72	144	36	108
120	24	96	60
84	132	48	12

+ or − 8			
8	58	48	98
118	18	78	38
68	88	28	108

This game furnishes a fascinating drill in a reading lesson. In place of the numbers we put the words upon which we wish to drill. The child scores one for his side each time he recognizes the word he strikes.

The nervous, self-conscious child forgets to be nervous when he is aiming at some word, picture, or figure on the blackboard. Even the stutterer draws in a deep breath as his ball leaves his hand and often the difficult word is spoken without trouble.

The teacher who finds this game a favorite with her class will ever find new ways of using it. For instance, in a class of high-grade children, she may use the rules governing base-ball and thus add interest to the game.

When we see how these children who are far below the normal, easily acquire knowledge that was the bug-bear of our own childhood, knowledge that we stealthily sought by turning to the dog-eared, tear-stained page in our arithmetic containing the multiplication table, we stop and ask "Isn't there, perhaps, after all a royal road to learning?"

THE ENGLISH MENTAL-DEFICIENCY ACT

The remarkable step forward in the care and control of Mental Deficiency, taken this year by the British Parliament, deserves a full report in THE BULLETIN.

This Act, like much of the legislation of the British Parliament, applies in the first instance to England and Wales only, Scotland and Ireland may be considered later.

The most important feature of the new law is that the mental defectives are now brought with the insane under the supervision of a single Board of Control, which supersedes the Commissioners in Lunacy, who heretofore have had supervision of the insane.

The Act begins by defining defectives as follows:

The following classes of persons who are mentally defective shall be deemed to be defectives within the meaning of this Act:

(a) Idiots; that is to say, persons so deeply defective in mind from birth or from an early age as to be unable to guard themselves against common physical dangers;

(b) Imbeciles; that is to say, persons in whose case there exists from birth or from an early age mental defectiveness not amounting to idiocy, yet so pronounced that they are incapable of managing themselves or their affairs, or in the case of children, of being taught to do so;

(c) Feeble-minded persons;* that is to say, persons in whose case there exists from birth or from an early age mental defectiveness not amounting to imbecility, yet so pronounced that they require care, supervision, and control for their own protection or for the protection of others, or, in the case of children, that they by reason of such defectiveness appear to be permanently incapable of receiving proper benefit from the instruction in ordinary schools;

(d) Moral imbeciles; that is to say, persons who from an early age display some permanent mental defect coupled with strong, vicious or criminal propensities on which punishment has had little or no deterrent effect.

The Board of Control is to consist of not more than fifteen Commissioners, of whom not more than twelve are to be paid. Of the paid Commissioners, four are to be lawyers and four physicians. At least two of the Commissioners (one paid and one unpaid) are to be women.

The Act seems to presume on voluntary action on behalf of many, if not most, defectives; as to application for commitment by the parents or guardians of defectives; as to the homes and institutions to be provided; and as to the payment for care and support. But all institutions of every kind must be inspected and certified. Not more than one defective may be kept by anyone for board, unless the house or home is certified by the Board of Control. The Act contemplates quite a variety of classes of institutions, being framed probably to fit those now existing. The classes of institutions, homes, etc., as used in the Act, are as follows:

1. "State Institutions," which may be established by the Board of Control, for defectives of criminal, violent or dangerous propensities.

2. Institutions built and supported by a local authority**, or a union of local authorities, for the care and treatment of defectives.

3. Buildings or other premises provided by a poor law union. In case such premises are found suitable, the provisions of the Act apply to them "as if the premises so approved were a certified institution."

4. Institutions provided by voluntary Boards of Managers for the control and treatment of defectives. If the Board of Control is satisfied of the fitness of the premises and of the persons proposing to maintain them, these may be certified for a definite period, subject to revoke; these are called "certified institutions" and are not to be conducted for pecuniary profit.

5. "Certified house," meaning a house in which defectives are received by the owner thereof for his private profit and in respect to which a certificate has been granted by the Board of Control.

6. "Approved home," meaning an institution in which defectives are received and supported wholly or partly by voluntary contributions or by applying the excess of payments of some patients for or toward the support of other patients; or a house in which defectives are received by the owner thereof for his private profit and which has been approved

*In America we now use the term *"Morons"* to indicate Class C above.—EDITOR.

**See *infra* for definition of the local authority.

by the Board under this Act*.

Many references to institutions in the Act confirm the opinion that voluntary action is counted on; such expressions as "an institution which is willing to receive" a patient occurs several times.

Besides institutional care, the Act provides for guardianship of defectives, which may be exercised by a society for that purpose, in which case the expense of such society may be paid by the Secretary of State, with the approval of the Treasury.

No public funds, either those of the general government or those of the local authorities, can be used to defray the cost of the care of defectives in private houses or homes which are conducted for profit. But local authorities are empowered to contract with *"certified institutions"* and also to contribute towards the expenses of any defective placed under guardianship.

The expenses of caring for mental defectives under this Act seem to be divided half and half between the general government, thru the Board of Control, and the local authorities. There is a provision that the local authorities shall not be obliged to perform the duties mentioned when the contribution out of moneys provided by Parliament is less than one-half of the net amount (as approved by the Board) of the cost to them.

Some of the things that local authorities may do under the Act are permissive and some are obligatory—but they are limited to the expense which they may incur for other than the obligatory things, to an amount not greater than would be provided by a rate of one halfpenny in the pound (about one-fifth of 1 per cent.) on the property liable to be assessed for such purposes.

The inspection provided for is very thoro; at least once a year every certified institution, certified house or approved home, must be inspected by one or more of the Commissioners and a second time, at least once a year, by themselves or their inspectors; every defective under guardianship must be visited by an inspector at least twice each year. Any Commissioner shall have power to discharge any person detained in a certified institution or certified house or under guardianship, provided that in case of defectives who have been sent by an order of the Secretary of State from a criminal institution of any kind, the Secretary of State must consent to the discharge.

The defectives to be dealt with are classified as follows:

Children at the instance of their parents.

Children certified by the local education authority (see *infra*) as being incapable of receiving benefit in a special class; or who cannot be instructed in a special class without detriment to other children; or for whom no suitable special class is available; or who are withdrawn from a special class, being below the age of 16.

Any persons, children or adults, if besides being defective they are neglected, abandoned or cruelly treated; or they are found guilty of crime; or are undergoing imprisonment; or are in an institution for lunatics; or are habitual drunkards; or are in receipt of poor relief at the time of giving birth to an illegitimate child, or when pregnant of such a child.

Commitments are at first for one year and after inspection and con-

*It is hard to understand the difference between the term *"certified house"* and *"approved home"* as used in the Act, and between the latter and *"certified institution."* The above text is copied from the "interpretation section" of the Act.

sideration, not only of the defective's condition but of his other circumstances and of the provision that will be made for him if discharged, may be extended for a term of five years. Parents who have placed their children voluntarily may withdraw them on giving notice to the Board of Control, but the Board must be satisfied that they will have proper care. Parents of children committed may appeal for their discharge, and if the first appeal is not granted may repeat it in six months' time.

Parents or those responsible must pay all the cost, or as much as they can afford. Managers of institutions may discharge any defectives they have received from their parents on giving notice to the Board. The persons held liable for the support of a defective include the putative fathers of illegitimate children, and also a man cohabiting with the mother whether he is the putative father or not.

The Board of Control may transfer inmates from one institution to another; for instance, from an institution for feeble-minded to one for the insane, and the reverse.

In selecting institutions to which defectives may be sent, the Board shall consider the religious belief of the defective or his family and send them to those of the same faith.

When the petition for commitment is presented by some person other than the parent, the order shall not be made without the consent in writing of the parent, if he can be found, unless it is proved that such consent is unreasonably withheld. When consent is withheld with the bona fide intention of benefiting the defective it is not to be deemed unreasonable.

When the case is one chargeable to the local authorities, the place of residence is deemed the same as in a case of pauper relief.

The Act divides the proceedings between various "authorities," but the power and responsibility are very plainly located in the Board of Control.

The *"Local Authority"* is a committee appointed by a county or borough council, of which a minority may be experts, not council members, and some members must be women. Two or more local authorities may unite to support one institution, in which case the Secretary of State prescribes the terms of the union.

The local authorities must find out the defectives within their area who are subject to be dealt with otherwise than at the instance of their parents. They must either provide and maintain institutions or contribute to such, or see that defectives are placed under guardianship and pay the cost thereof where that is the best disposition. They must provide for burials, employ necessary officers and make complete reports to the Board of Control. If a local authority defaults, the Board must report the matter to the Secretary of State, who may require it to act and enforce his requirements by mandamus.

The local education authorities (who are not precisely defined in the Act) must ascertain what children are defectives and make provision for special schools or classes for those who can be taught in them, and notify the local authorities of those who cannot be taught in the special schools.

The final authority seems to rest in the Secretary of State, who must make regulations for almost every part of the proceedings.

There is a stringent provision against sexual abuse of female defectives; the law which applies to all girls under 16 applies to female defectives of any age, and consent shall be no defense. There are also stringent provisions against white slavery of defectives.

The "Judicial Authority" for the purposes of the Act may be a

County Court judge, a police or stipendiary magistrate, or a specially appointed justice, who is a judicial authority for the purposes of the Lunacy Act. The rules of Court are liberally applied. Error in designating the class to which the defective belongs does not vitiate the petition. If the evidence presented to the judge is not sufficient he may postpone the case and call for more evidence. The judge may hear a case in private. Precautions are taken against unjust or unreasonable action. In case of a defective-delinquent the judge may commit the accused person to an institution, or he may postpone sentence and direct that a petition of defectiveness be filed. If the case is continued, the judge may order the defective person to be cared for temporarily in an appropriate institution.

The Secretary of State may transfer a convict in prison or a child in an industrial school to an institution for defectives if evidence is presented showing a good case.

If recent inquiries have been trustworthy, the educational authorities and the councils will have many thousand defective children to deal with and the Board of Control will be one of the most busily occupied boards in the country. It will be very interesting to watch the working out of this Act in England and Wales.

FRIENDS AND HELPERS OF THE TRAINING SCHOOL

For the full completion of the plant which in twenty-five years has grown so finely by the gifts of great hearted and enlightened people, and yet is not complete, we gladly and confidently depend on the voluntary and unsolicited bounty of those many friends who share our good will to the children and sympathize with us in our efforts to *Comfort the Feeble-Minded* (1 Thess., v, 14). The givers of great gifts, like those which provide for new cottages, a new hospital building, the purchase of the Menantico land, are held in lasting remembrance by the Training School and all its Associate Members and friends.

For the support of the Research Department which has for its definite aim additions to the sum of human knowledge which will increase our ability,—and the ability of all who are working in similar institutions and outside of them,—to benefit those whose minds have not developed normally; and of the Extension Department whose purpose is to carry the information we have gained by research and experience, to the Nation at large, we must also depend on people with clear insight and cultured minds who wish their benefactions to have wide scope and permanent effect.

The Tuition Fees and the Free Fund provide abundantly for all material wants, for the systematic training and the daily routine.

But man does not live by bread alone and the children at the Training School need *so* much beside bread and butter. For the many added sources of pleasure and profit, for much of that Happiness to promote which the School exists, there comes a steady stream of gifts, some large, some small, from Thanksgiving and other offerings and especially from the I Will Help Fund, which we may count upon at regular intervals to meet occasional and recurring needs. This fund is used in a particularly special manner and has direct effects of joy for those to whom we count it our privilege to minister because they are Little Ones of the Master.

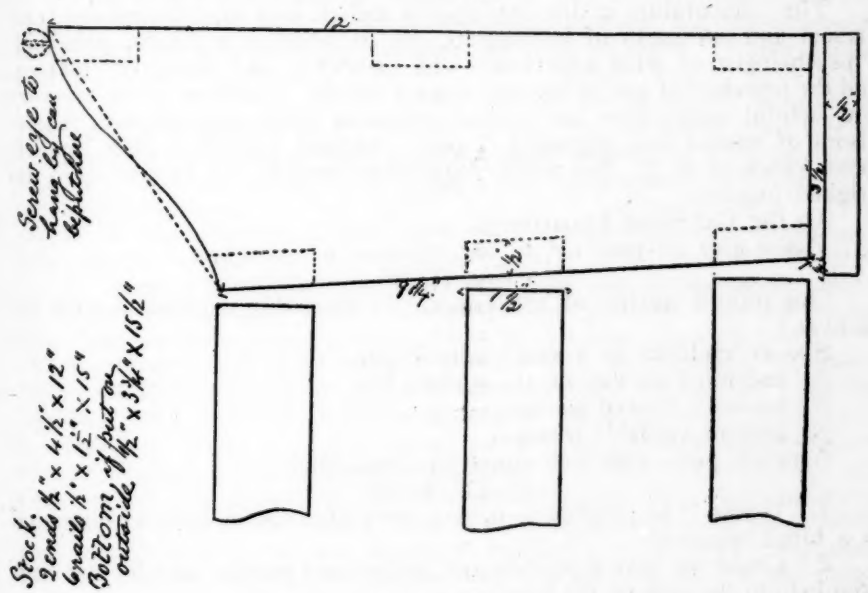
MODELS FOR MANUAL TRAINING IN SPECIAL CLASSES.

By CORA WARREN,

Manual Training Teacher, The Training School.

So many teachers are asking for models other than the Sloyd used in the public schools, that we are giving a few suggestions in THE BULLETIN.

A large paper rack, suitable for magazines of the size of the *Ladies' Home Journal,* can be made to stand on the floor. The ends are cut with curved tops, the sides can be nailed on or set in as preferred. End 8"x16", side rails ½"x1½"x15". Hand holds can be cut in the ends or brass handles used. These are very effective and pleasing to the child. It is well to cut the pattern of the ends and give it to child to draw on his board, or let him cut his pattern if he is capable.



The size of the model given in the cut is very nice to hang on the wall for a few magazines, so the table will not be piled up. The desire for these things is greater if the child can make them in school. This can have the rails either nailed or screwed on the ends, or set in as lines in drawing indicate. The bottom can be fitted inside or put on the outside of the bottom of the rack, with ¼" extension front on two sides.

The same model can be made with two posts 2" square for the ends, and the edge of the bottom chamfered ¼" on all four sides. It can be made in a small size suitable for a letter rack, with posts 1½" square or with sides of ⅜" wood.

Rails 6" or 7" long, 1" wide, and ¼" thick; bottom ¼" thick. Stock for one like drawing, ½" thick for all. Stock for large one, ends ⅞" thick, rails and bottom ½" thick.

Some children in The Training School have made this magazine rack as their first model. Others have made it after being in class some time. Only a child that can do good work can cut out the places for the rails successfully.

We are publishing this article with the hope that it will be helpful to the many teachers who are working with special children in public schools.

THE EXTENSION DEPARTMENT.

CONSULTATIONS.

The problem which follows, was referred to the Department in November. From the fact that the questions involved are such as may be encountered in other places, and in the hope of drawing out suggestions and criticism, the case and its answer have place in THE BULLETIN.

The collaborators in this consultation include two superintendents (one present and one past) of institutions, one of whom is a former principal, a psychologist of wide experience with backward and defective children, and the principal of one of the best-known schools. Criticism of the answers and helpful suggestions are invited especially from teachers and supervisors of special and ungraded classes. Address The Extension Department, Vineland, N. J. Any useful suggestions received will be sent on to the original inquirer.

To the Extension Department:

Please give us your aid in our problem, as follows:

FACTORS.

One trained teacher of experience. (Presumably experience with defectives.)

Sixteen children in a small schoolroom.

An unlimited number on the waiting list.

No available trained teachers.

No present available rooms.

A public park with well equipped playground.

QUESTIONS.

1. Would it be possible to have a successful school for feeble-minded in a hired tenement?

2. Could we have a woman for janitor and matron and let the children help in the care of the house?

3. Could we use the playground in the park, and the school baths?

4. Could we use the trained teacher at the head as "critic" with the assistance of untrained teachers?

5. How many children would you advise under such an arrangement?

6. Would it be possible to use girls just out of normal school as assistants, and if so, how many of them?

ANSWERS.

1. *Use of a Tenement.* Yes, it would be possible, but it would be rather a poor location, unless you rented the whole house, or the ground floor, and had abundant land available for out-door exercise in favorable weather. Such land might be the yard of the house, or the park and playground, if these are close at hand. There are good possibilities in a tenement house, especially if the whole house were used. For some things a

separate house is preferable to several rooms in an old-fashioned school building, especially if they are, as is sometimes found, the darkest, gloomiest, least desirable rooms in the building, filled with old school furniture that must not be moved—rooms with 50 or 60 seats, screwed to the floor, for classes of 15 or 20 children who don't need desks, but do need the floor space; and where the defective children are compelled to mix in the halls and passages with much older and brighter pupils. In such a house as suggested it would be possible to grade the defective children by sex and age as well as mentality. One of the best special schools in the United States occupies an old condemned engine house, made into four well-lighted rooms. It lacks many so-called essentials of equipment, but it has an excellent head teacher and four others well trained. There are 60 children well graded, 15 in each of the four rooms. Good and well-arranged buildings are *desirable,* good teachers are *essential.*

2. *Janitor and Matron.* If the woman has tact, industry and kindly disposition, the plan should work well.

3. *Use of Playground and School Bath.* As to playground, answered in (1); as to school bath, so much depends on location, and present use by other scholars, that no definite answer can be given here. If near enough and not too much occupied—Yes.

4. *Trained Teacher as "Critic."* Yes, but not as "critic" in the sense that word is frequently used. The trained woman should be head teacher, she *must* be a woman of wide and successful experience with the feeble-minded. She would need to do a great deal of teaching personally. The untrained assistants, at first, would need to be student-teachers. Those adapted to the work would soon show their quality, the others would probably soon tire of the work and leave it.

5. *How Many Children?* Eventually from four to six rooms with 12 to 15 children in each. But it would be well to begin with the present class and one more, and increase to the full number gradually.

6. *Girls Just Out of Normal School.* The Kindergarten training is much preferable to normal school training for those who are to teach defectives. Such a woman for head teacher as above described, with 4 or 5 Kindergarten school graduates would be an ideal combination. There is at least one respect in which new graduates are better than teachers who have had long experience in the common school, viz., that they are not so likely to be *"set"* in their ways. But there are other things in favor of the woman who has had a few years' experienec in a variety of the lower grades;—she is more likely to realize what normal children can and cannot do, and so to understand, and make allowances for, the feeble-minded. In all our dealings with the defective we are in constant danger of losing our perspective and thereby coming to expect more from them than they are able to give. The Kindegartener is trained to understand the childish mind; the defectives, no matter how big and strong, are always children mentally. We would not however say that it would not be possible to succeed with the normal school graduates. Much would depend on the ability of the head teacher, and as much, if not more, on the personality of the assistants. Undoubtedly there have been untrained teachers of special classes who have succeeded by sheer force of personality and enthusiasm. But such qualities are rarely found in sufficient degree.

"Every man should ask himself, often: Have I hit my mark?—Why have I not hit my mark?—*Have I any mark?*"—*S. McC. Crothers.*

NOTES FROM THE FIELD.

While the entire amount needed for the buildings of the Burlington County Colony has not yet been subscribed, yet so much of it is in sight that there is practically no doubt of the Colony being begun early in the coming Spring. During December meetings have been held in several of the smaller towns as well as in Burlington and Mt. Holly, in which latter places lectures with stereoptican pictures have been given by the Director of the Extension Department.

Since last report the Director has lectured as follows:

Raleigh, N. C.—An address at the N. C. State Teachers' Assembly on "Defective Children in the Schools;" an illustrated lecture to the Conference on Mental Hygiene on "The State's Care of the Feeble-Minded."

Boston—Social Service Conference; lecture on "The Child's Bill of Rights."

Newport News, Va.—Address at mass meeeting of State Conference of Charities on "The Need of Organized Charity;" addresses at two church services on "Care of the Feeble-Minded" and "Saving Waste Humanity;" illustrated lecture in the Opera House on "The Mother State and her Weaker Children;" address to the police force and city officials (by special request) on "The Police and the Insane, Defective and Juveniles."

Hampton, Va.—Illustrated lecture to the Faculty and Staff of Hampton Normal Institute on "The Defectives and their Training."

Burlington, N. J.—Illustrated lecture on "Colony care for the Defective." Mt. Holly, N. J., illustrated lecture on "The Mental Defectives."

In Minnesota during the school year of 1912-13, several school communities have undertaken the study of exceptional children with marked success. Among these are Faribault, Owatonna, Cloquet, St. Peter, Austin, Hibbing, Minneapolis, Duluth, and Rochester. The five Normal Schools located at St.Cloud, Mankato, Winona, Duluth, and Nivorhead are also undertaking some effective study of mentally divergent children.

Jane Addams, speaking at a banquet in honor of the birthday of Francis Wayland Parker, the great educational reformer, last month, said "One great question is that of the feeble-minded boy and girl, and if we can only free that one-third of the inmates of reform schools who are really feeble-minded, it will be a great help to decrease the crime which often results from their confinement in such schools."

A "Society for the Instruction of Eugenics" recently founded in New York already has 200 members.

Joliet, Ill., aims to get rid of delinquents in its schools by putting the boys too big for their classes into a special class in charge of a man teacher of forceful personality.

A report comes from Schenectady of the testing of 12,236 public school children, including those in the high school. One hundred and thirty-five, or a little more than one-tenth of 1 per cent., were found to be feeble-minded. These include eighty-two morons, thirty-three imbeciles and twenty idiots.